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J. FRED WAGGONER, EDITOR AND PUBLISHER,
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ENTERED AT CHICAGO POST OFFICE AS SECOND-CLASS MATTER.

Let the school-master not fail to call the attention of his pupils to the beautiful astronomical phenomenon now visible every clear night in the western sky, where three of the most brilliant planets, Saturn, Jupiter and Venus, form an obtuse angled triangle, of glittering points. Venus, the brightest, is about five and a half degrees north of Saturn, the pale blue tinted planet at the vertex of the obtuse angle. Jupiter is at the acute angle next the base, about twice as far west of Saturn as Venus is north of it. It is next in brightness to Venus. The remarkable spectacle of these three conspicuous planets in such near conjunction, is very rare, occurring only once in many years. Jupiter will overtake Saturn a few months hence and pass it, but when Venus next passes them they will not be so favorably disposed for observation in this part of the globe. Venus is still moving eastward, and will continue to do so, apparently, for a few days longer, growing brighter for three weeks to come, while the brilliancy of Saturn and Jupiter diminishes as they pass towards conjunction with the sun, in the latter part of April. The moon will be near Jupiter on the evening of March 5, when the sight of Dian and the three planets above named all in a cluster, will be a scene not soon to be forgotten. By observing the moon early in the evening and just before it sets, comparing its positions from time to time with that of Jupiter, students will obtain a good idea of the rate of the moon's apparent motion. By observing how the form of the triangle made by the three planets changes from night to night, owing to the eastward motion of Venus, they will obtain an idea of planetary progress through the constellations and a faint conception of their relative rates of motion. Watching Saturn from month to month, they will observe the rate at which Jupiter is slowly overtaking Saturn, owing to his completing his journey around the sun in about twelve years, while Saturn requires nearly two and a half times as long to make his orbital circuit.

Slowly at first, of late rapidly, the arguments advanced in favor of the use of newspapers in the school room, as supplementary reading, are making converts. For some years past, a few school principals have been in the habit of bringing their own newspapers into the school room and reading selections, or appointing several of their best readers among the pupils to read the most important items of the news of the day. The teacher would precede or follow this general exercise with questions and explanations, geographical, historical, biographical, scientific, or of such other nature as the reading suggested. The schools of Richmond, Ind., West Rockford, Ill., Champaign, Ill., Kenosha, Wis., Plymouth and Clinton, Ind., and a number of other places, became conspicuous for work of this kind. A few years ago *The Evening Journal*, of this city, then maintaining an educational department, advocated an advance in the use of newspapers in schools, recommending that they be substituted for readers in the higher reading classes, from two to three days each week; or that they be used as supplementary reading matter. Various schools subscribed for twenty, thirty, and some for as many as fifty copies of the paper, to be used by pupils both in school and at home. The rapid improvement made by such pupils both in learning to read and in acquiring familiarity with the events of the times was surprising to all who gave the matter any attention. Subsequently the educational department of the *Evening Journal* was transferred to the Chicago *Inter Ocean;* which has ever since persistently advocated the use of newspapers in schools. Later the Eastern papers took up this subject and several of them have repeatedly urged the adoption of this means of increasing the interest of the pupils in the subject of reading, and rendering them better acquainted with the history the world is making every day. This position of the New York *Evening Post*, the New York *Herald* and other prominent public journals next led to the publication, by Superintendent Marble, of leaflets, of the size of an ordinary tract page, treating of the news of the week, to be read in the Worcester public schools, and such other schools as desired to subscribe for them. One of the leading educators of Pennsylvania has recently espoused the cause of newspaper reading in schools, and a paper he has prepared on this subject has been largely quoted by the public press generally, particularly the Eastern journals; and the voice of the press has been well nigh unanimous in favor of this addition to school reading. Now comes forward a new paper, called the *School Herald*, published in this city, semi-monthly, by W. I. Chase, which is designed to furnish an abstract of the news of the fortnight, adapted to schools. It is free from several objections used against newspapers; and the encouragement it is receiving shows very plainly that public sentiment is ripe for this very sensible innovation.

The Illinois compulsory education bill has passed the Senate. It now goes to the lower house, where there is a large number of bills on file, which must be disposed of before this one can be put upon its passage, unless the member taking charge of it can obtain unanimous consent to take it up out of the regular order. Should he fail to get such consent it will be some weeks before we shall know the issue of this last movement to enforce school attendance in this state.

boys, with 376 pupils, and a school for girls, with 550 pupils. Both schools belong to the religious orders.

IV. MAYOTTE AND NOSSI-BE.

Population, 20,717. The number of schools is 7, viz., 3 public and 4 private. The total number of pupils is 399, viz., 254 boys and 145 girls.

V. ISLAND OF REUNION.

Population, 207,886. School population (6 to 14) 42,040, viz., 21,902 boys and 20,138 girls. Number of schools, 318; number of teachers, 273; number of pupils attending primary schools, 10,791.

VI. COCHIN-CHINA.

Population, 979,116. Number of schools, 34; number of pupils, 2,010.

VII. NEW CALEDONIA.

Population, 29,000. Number of children between the ages of 6 and 14, 8,075. Number of schools, 10; number of pupils, 1,394.

VIII. GUADELOUPE.

Population, 151,594. Guadeloupe has 34 schools for boys, with 2,138 pupils, 35 schools for girls, with 1,654 pupils, and 4 mixed schools, with 84 pupils. Total number of pupils, 3,876.

IX. MARTINIQUE.

Population, 139,109. The total number of schools is 70, viz., 32 for boys and 38 for girls; 40 schools are public and 30 private. The total number of pupils is 4,438, viz., 2,268 boys and 2,170 girls. There are 10 infant schools, with 156 pupils, and 2 orphan asylums, with 98 inmates.

X. GUIANA, OR CUYENNE.

Population, 24,432. Number of schools, 9; number of pupils, 1,298, viz., 470 boys and 828 girls.

WAYSIDE JOTTINGS IN THE SOUTH.

REV. J. H. BURNS.

NEW ORLEANS, Feb. 15, 1881.

Editor Educational Weekly:

Leaving Chicago, with its deep snow and mercury recently 16° below zero, after forty hours ride by rail and seven hours delay by the truck wheels of the tender getting off the track near Milan, Tenn., I arrived safe here at this fair city of the "Sunny South," per the Illinois Central Railroad, whose pleasant route southward I would most heartily commend to all our northern friends desiring a change of climate.

NOTES BY THE WAY.

I found more or less snow, spreading far and wide its health giving, fertilizing benefits *all the way down to "Dixie;"* where they complain of this being about the hardest winter they ever knew. I did not pass the line of snow till near Jackson, Tenn.

A fine *fruit region* along this line of road is the ridge between Mayfield—the spine, near Arlington, Ky. A Mr. Thos. Sproat of this place, whose acquaintance I formed on the train, is largely engaged in fruit culture for both the St. Louis and Chicago markets. He says: "All the country south of the Tennessee River, in Kentucky, is good for all kinds of fruit, such as peaches, pears, cherries, apples, strawberries, raspberries, and all kinds of garden fruit and vegetables, which find a ready market; and yet that much of this valuable soil can still be bought for from $5.00 to $20.00 per acre, according to the improvements. His twenty-five acres in strawberries alone yield him on an average $7,500 per year."

True, much of the land further south along the line of this road is poor and *abandoned*, yet some day, doubtless, by the appliances of agricultural chemistry and better tillage it will be made richly productive. It has that common southern appearance of red clay soil intermixed now and then with chocolate. If not the richest it has this advantage over our more northern and cold lands of yielding often two crops a year, as, for instance, peas and cotton, and even two crops of Irish potatoes a year—the first crop planted in February, the second in July, and yielding each crop at the rate of 150 bushels per acre; as two planters of Crystal Springs, Miss., testified to me while on the way. As to the society I am told it is much better now than it has been; there is more desire for general culture, especially for common school education. The average time of public school instruction is about four months in the year, mostly to the blacks—not intermixing both races in the same school-house, this is by no means allowable in the South; but each race must have their own separate school-house. One colored teacher of Obion, Ky., told me that there they only had from three to five months of public school every second or third year! That the average pay of teachers was $25.00 and $30.00 per month. The whites most generally prefer to patronize the *select schools*, seminaries and academies.

The whole system of public schools in the South is *weak*, far behind that of the North, and manifestly greatly needs to be *revolutionized*. So far as I can learn, that educational bill recently introduced in Congress, to help them with large land grants, is just the thing for them and meets with general favor. Jefferson's motto, you know, was, "*Intelligence* and virtue are the only safeguards of our republic."

Houses and towns, with the general improvements of both town and country along the route, are mostly of the *old fashioned sort*—low and dilapidated buildings, often with chimneys standing outside. Here and there, however, are some bright spots and beautiful exceptions.

Wasson, Miss., seems quite enterprising, in the midst of a fine pinery—boasts of the Richardson House, several *new buildings*, a *brick block*, erected in 1880. Its Mississippi Cotton and Woollen Mills, employing 700 hands, run night and day and at night are lit up with the Edison Electric Light.

Jackson, Miss., is somewhat attractive, with its magnificent capitol dome and other public buildings and business squares. At the depot how strange to behold two negroes heavily loaded with *fire arms*, accompanied with a pack of bloodhounds guarding the convict *labor* at a freight train loading or unloading some cars. Thereat also came aboard two Virginia families, fourteen in all, migrating from Rice, Va., to Waversoter, Texas—actually abandoning their old homesteads, of 500 acres, as one family claimed to still have, on which they could no longer make a living, for the *new* and richer lands of southern Texas.

As to the evergreens by the way-side, the first is that of the holly tree, whose leaves when properly dried are said to be useful both for table tea and medicine. Next is the wild cane and plenty of wild moss, which, clinging to the sweet gum, runs to the very tree tops. Further south is the hanging moss, suspended from almost every bough. On either side the whole timber or woods is beautifully festooned—underneath which, in the low lands, abounds the evergreen swamp palmetto. At Lake Marapas the train halted a moment, when one of the young men quickly bounded out and brought in some of the sharp pointed palmetto plants and distributed them around among the passengers; who, presently, both old and young, began poking each other therewith in the head and ears with great glee and laughter. None enjoyed it more than did the little folks, so happy were these emigrant families on their way to "the better land."

After crossing Lake Marapas, we passed on our left that other most beautiful lake, Pontchartrain; said to be thirty miles long and as many wide. Thence, rounding in toward the east, at about 7 P. M., I first beheld the gleaming light of "the Crescent City," of which more anon.

"There is no nobler trait in the human character than the pride of race. Show us a people who take pride in their race, who believe there are none superior, or who have simple faith in it, and we will show you a people who will succeed in the race of life. To be possessed of this trait marks a noble character; to be devoid of it as indelibly stamps the brand of ignobility."

THE HIGHEST EDUCATION.

In an article in the *Ohio Educational Monthly*, President B. A. Hinsdale, of Hiram College, has given clear and forcible expression to a conviction, which is slowly but certainly developing in the minds of the best thinkers in the field of social science and statecraft. It is not true that the public schools of this country wholly neglect moral instruction, but it is true that character building is not regarded as their principal aim, and the planting of motives is not one of the "standard branches" of instruction enjoined by law or by popular sentiment. Children are taught to read, spell, write and cypher; it is taken for granted that if they observe the rules of the school and learn these branches, they will absorb character in the process, and they will grow up intelligent and good moral citizens. This is a part of what Dr. Hinsdale says:

"Thus far the education of the intellect is the education that has most occupied the attention of the world. If men were left, without schools, to the experience of life, to their business and to contact with the world, they would get a considerable intellectual training, to a certain extent—the power of observation and judgment would be quickened, the memory strengthened, and the thinking-power developed. But this would be wholly inadequate to a civilized state. Very early, therefore, in the history of progress, men create schools in which intellectual education is furnished. To some extent, too, these schools educate the other faculties of the soul. Besides, schools for moral and religious instruction, which looks to the feelings and the will rather than to the intellect, are also organized. Now, it so happens, that no school can exist that calls out a single faculty. There may be one scholar and one teacher, but the relation of the two will influence feeling and choice. Or if a student shuts himself up with the dryest book in the coldest chamber, he can not exclude the elements of emotion. A lesson and a class in mathematics call out the will and the sensibility; on the other hand, the most direct appeals to the feelings and to the will must reach their destination by way of the intellect. But, generally speaking, it must be said that what is commonly called a school is primarily a place of intellectual education. That is the direct and conscious purpose for which it is organized; and the training of the sensibility and the will comes indirectly, and is often overlooked altogether.

We hear much of the science and the art—the theory and the practice—of education; and what people who use these expressions have in their heads is intellectual education. We hear much, of course, of study and methods of instruction; and everybody understands that these phrases have reference to intellectual results. Who ever heard of a school for the feelings? Who ever saw a course of training for the will? I do not say that such schools would be useful, but I do say, if not, only one man in a thousand can say why not. And the inability of the nine hundred and ninety-nine is owing to the relatively slight attention that these branches of education have hitherto received. In such a community as Ohio, nearly every parent has asked, "What shall I have my child study?" The question looks to an intellectual preparation for the future. But what proportion of these have ever even asked the question, "What training does my child need, that its temper, its faith, its hope, its patience, its courage, its independence, or its resolution may be properly educated." Of course, the majority of these people do a greal deal for their children in some or all these ways; this they do by correcting bad habits and encouraging goodness; but, generally, they work without the guidance of any general ideas, and often in the most inconsistent and fitful manner. The fact is, these branches of education are, in a large measure, left to the facts and forces that exist and play for a wholly different purpose. Nature (including human society and life in the term) does the work, and perhaps as well as parents without ideas could do it. Were the question, "How stiffen a limber will?" or the question, "How check a headlong hope?" put them for answer, they would be dumbfounded. These questions, and many others like them, are indeed discussed in the books of the philosophers; but there has been next to no popular discussion of them. Even the school text-books on Mental Philosophy often embrace only the intellect. But that all these subjects lie without the field of educational science, is well known to every man who has given them careful attention; and there is no reason inhering in the subject matter why we should not have a popular theory and practice that shall embrace them. If any one be curious to know why our common science of education includes no more, he may find the information in the relatively undue estimate now set upon intellectual prowess and education. "At first," says Dr. Mark Hopkins, "men worshiped strength of body, physical energy. The man who had the greatest power of muscles was the hero. The next step is the worship of intellect. Disputants and intellectual prize-fighters become heroes. Great debaters, pleaders, orators, writers, become the great men, irrespective of character. This is our present state. No nation has got beyond this. No doubt the time will come when this state of things will be looked back upon as we now look back upon the ascendancy of force."

THE USES OF EDUCATIONAL JOURNALS.

Alexander L. Wade, in his "Graduating System for Public Schools," refers to the importance of educational journals as valuable aids to teachers in the pursuit of their profession. Commenting on the fact that comparatively few teachers are subscribers to such journals, he shows by an illustration furnished in his own experience that when this subject is properly presented, teachers are ready to respond. He suggests that normal school pupils be required, "before graduation, to become thoroughly acquainted with the spirit and work of our school system, by reading regularly some of the best educational journals," and that county superintendents and commissioners would popularize school supervision, if they would, by personal efforts, place an educational journal in the hands of every teacher. Mr. Wade adds: "The influence and usefulness of periodical literature are but beginning to be understood and appreciated by superintendents, principals and teachers, and it is not strange that, in time past, many of them have neglected to read and circulate educational journals."

EDUCATION AND WAR.

An English Society of International Law, which deals with the same questions as the Peace Congress, in perhaps a more practical way, has adopted a Manual of the Laws of War, by Herr Bluntschli, of Berlin. This has brought out in the papers, a letter from Marshal Moltke, dated Dec. 11, 1880, written in reply to M. Bluntschli's presentation of the book to him, desiring his approbation of it, which the great strategist does not quite give. He says "Perpetual peace is but a dream, and not a good dream, (*pas un beau reve.*) War is an element of the order of mundane affairs established by God. It brings out the most noble virtues of man, and without it, the world would stagnate and all would be lost in materialism. As to rules for the amelioration of the procedures and accidents of war there can be no assurance of their having any avail, because in the event of two nations going to war, no third power is willing to join in conflict merely because there have been infractions of a certain code of rules on one side or the other. Improvement in this line can only come from a higher moral and religious education on the part of the chiefs. A great advance has been made in our days by rendering army service obligatory on all, so as to include the better instructed classes. * * * Two powerful means of repressing excesses are the strictness of discipline during times of peace, rendering it habitual to the soldier; and thorough care on the part of officials to supply necessaries. * * * I have no sympathy with the declaration that war should only aim at the reduction of the military forces of an enemy; for it becomes necessary to attack all his resources—his finances, his railroads, his means of subsistence, and even his character (*prestige.*) * * *

"No article of laid down law will persuade soldiers that they shonld see regular opponents in men who take up arms of their own accord, to defend merely themselves and their own localities. * * * No measure of allevi-

ation can be carried out otherwise than through the officers; and the prescriptions of the manual in regard to the wounded and the sick, and the condition of prisoners are in this way alone practicable; and they then constitute a real progress in the line which the Institute of International Law has so honorably persevered in."

How well this proves that there is truth in the saying that the principal industry of Prussia is war. As to the benefits of war by rousing and stimulating a nation, no doubt good effects follow among the evils. God takes care that all shall not he lost. Like some good results from storm and fever, some ray shines amid general wreck. Nothing could more plainly show the utter barbarity and wickedness of war than this attempt of one of the greatest captains of our times to justify his murderous and desolating vocation, which has well been said to be the sum of all villanies.

ENGLAND AND THE BOERS.

A LESSON IN MODERN HISTORY.

When, in 1835, the Dutch inhabitants of Cape Colony became dissatisfied with British rule, they did not raise the standard of rebellion, but emigrated in a body to the then wilderness that lay to the eastward. After innumerable privations, and after two or three years wandering, they located in Natal and established their republic of Natalia. This was beyond the limit of British authority, and the emigrants made no encroachments. But in 1842, four years after the establishment of the little republic, a body of British troops appeared at Port Natal and took possession of the town and country in the Queen's name.

The Boers resisted, were overpowered, and, after an unsuccessful appeal to the Governor of Cape Colony, emigrated northward across the mountains and the Orange River. This second exodus, like the first, was attended with great misery, but in due time they were located in the highlands, where they thought the British would not follow them. But in 1848 a proclamation was issued declaring the district they had occupied annexed to the British colonies. They protested, resisted, were overpowered, and those who had been concerned in the revolt emigrated to the country north of the Vaal River. Four years later they were by treaty absolved from allegiance to the British crown, and established the little republic of Transvaal. The next year the British Government retired from the Orange River Colony, and the Boers organized the republic of the Orange River Free State.

Both these States remained undisturbed until the discovery of the diamond fields in 1871 caused the British to make encroachments. These caused no difficulty, however, and Transvaal remained under the government of the Boers until three or four years ago when a British force marched into the capital, Pretoria, hauled down the flag of the republic, and hoisted the British flag. A first it was thought that the Disraeli government would not approve this action of the colonial government, and the Liberals under Gladstone insisted that it should not. But the fear that a railroad would be built from Pretoria to the Portuguese colony at Delagoa Bay, and thus open the mineral lands to other countries, influenced the Disraeli government to approve the scheme of annexation.

The Boers protested in vain until, a few months ago, the complications with the Basutos gave them the opportunity to re-assert their authority, and again proclaim the republic. The British immediately set on foot movements looking to the invasion of the Transvaal region. Seeing that they were treated as rebels the Boers organized for resistance, and moved forward to meet their enemies at the Deakenbury range of mountains, across which they moved when they left Natal in 1848. Their success ln stopping the advance of the British column had great influence in exciting the descendants of the Boers in Natal and the Orange River country, and it seemed at one time as though there would be a general uprising of all the Boers in the several districts. The latest dispatches announce an armistice with the Basutos, and intimate that a proposition for division of territory has been made, or will be made to the Boers. This may form a basis for peace, and the present government in England may conclude to treat the Boers of Transvaal as fairly as the government of Lord Palmerston did those of the Orange River Colony in 1853. In this they will be opposed by the Tories and all who are interested in the development of the South African railroad system.—*Inter Ocean.*

THE TRANSVAAL.

Transvaal, the scene of the present South African war, (that is, "across the Vaal,") lies between latitude 22–27 south and longitude 27–31 east. Its northern boundary is the Oori or Limpopo river, which here runs from west to east; the eastern is formed by the continuation of the Brachenberg mountains; the southern is the Vaal river, and the western an undefined line separating it from the country of the Betjuanas. The total area is 114,360 square miles, and the population—according to the official returns of 1877—is 300,000; probably a rough estimate, from which little can be known as to the fighting strength of the people who have defied the powers of the British empire. Potscherfstroem, the seat of government, is by land 960 miles northeast of Cape Town. The region is described as a vast plateau, sloping to the north, supported by the coast line of mountains, which, presenting a bold mural buttress, or escarpment, to the low country at their feet, stretch away on their western flank into immense undulating plains. At right angles to the coast range another belt of very high lands, called the Magallesburg, runs east and west, forming a water shed between the Vaal and Limpopo rivers. The southern face of this range also presents long and undulating plains, generally well watered and wooded, and abounding in large game. To the north, approaching the Limpopo, high parallel chains of hills appear, through the openings in which flow small streams. The average hight of the portion of the plateau inhabited by Europeans is from 4,000 to 5,000 feet, but many of the mountain peaks reach an elevation of 9,000 to 10,000 feet, and a part of the year are covered with snow. The climate is generally healthy, though in the northern section the heat is intense, and during the summer months hot winds and heavy thunder-storms prevail. The worst feature is, perhaps, a fly called Ttetse, the bite of which is fatal to horses and oxen, thereby rendering travel very difficult, if not impossible, at certain seasons. The Boers, though originally Dutch, are now very considerably mixed by intermarriages with European refugees and emigrants from Cape Colony and Natal, as well as the natives. Still the Dutch characteristics largely predominate, and while the standard of education is said to be low, the people know enough to govern themselves and hate the foreign yoke. In religion they are Protestants of the strongest Calvinistic persuasion, and the Bible and hymn-book are almost their only literature.—*Anon.*

GENERAL NEWS OF THE WEEK.

The Common Council of Detroit has granted Edison the right to lay wires for the electric light through the streets of that city.

So many National banks have declared their intention to surrender their charters in case the 3 per cent. refunding bill becomes a law in its present form, that a financial panic seemed impending last week, and the Secretary of the Treasury, to relieve the stringency of the money market, had to interpose by offering to redeem Government bonds not due until next summer, to counteract the contraction of the currency occasioned by the banks calling in their bills. It is thought now that the President will veto the bill in case the House accepts the Senate's amendments, which is all that is left to be done before it goes to the President.

The Nebraska Assembly passed the Constitutional amendment striking out the word "male."

Mr. David Kirk, mathematical editor of THE EDUCATIONAL WEEKLY, writes from Jackson, Minnesota: "I doubt if there is a more afflicted region on the globe than Minnesota this winter. No mails, no trains, no fuel, short rations, unendurable storms, arctic cold. This has been our situation since last October. Our railroad, the Southern Minnesota, is buried under enormous banks of snow for hundreds of miles."

The storm of Saturday and Sunday last delayed trains on nearly all the roads, some of which have not got to running trains regularly as we go to press. There are some rumors of great damage to winter wheat, but this seems rather premature bad news, and it is likely to prove a false alarm.

President Hayes has resolved to convene the Senate in special on March 4. An extra session of Congress is certain to be called. The death of Senator Carpenter, of Wisconsin, and the impossibility under the law of Congress of electing his successor before the 8th of March, render it a serious question whether the Republicans, even with the help of Senator Mahone, can control the patronage of the Senate, if that body is convened before the 15th of March, to which time, it has been urged by some, the date of the meeting of the extra session should be convened.

A Cleveland dispatch says that thus far only Senators Blaine and Allison are certain of cabinet appointments. John Jacob Astor is reported to be the only applicant for the missions to Paris or Berlin.

Gen. Garfield left Mentor at 1 o'clock Monday afternoon and proceeded to Washington, via Ashtabula and Pittsburg, arriving in the capital Tuesday morning. His journey was an ovation.

The Catholic Orphanage, at Scranton, Pa., was destroyed by fire last Sunday evening. Seventeen children, locked in their rooms by one of the nuns in attendance on the institution, were burned to death.

The Legislature of Nebraska closed its session last Sunday morning, but not until it had fixed the price of liquor licenses at $500 to $1,000 per year, and declared that saloon keepers must give a bond in $5,000 to pay all civil damages assessed upon them for violations of the laws. A bill was passed, also, making it a misdemeanor to treat a man to alcoholic drinks.

The balance of trade is still largely in favor of this country; our exports having exceeded our imports last year by $210,001,752.

The River and Harbor bill has passed the Senate by a vote of 32 to 12, but not until an appropriation of $50,000 for the improvement of South Chicago harbor had been tacked to it.

The despotic spirit of the English landlords of Irish estates is exhibited in the threat of Lord Annesley to evict all the tenants on his Longford estates, and take into his own hands about one-third of the country. He waited until the coercion bill had passed the House of Commons before doing this.

In the ceremonies connected with the celebration of Victor Hugo's birthday, at Paris, the procession is said to have numbered 360,000. It marched past the residence of the brave old friend of liberty, and received his salutations from the window.

Again, the Boers are victorious in the deadly conflict now going on in Transvaal. It is a war without justification on the part of Great Britain. The present premier, when D'Israeli was in power and supported the Governor of Cape Colony in his overbearing act of seizing upon certain territory of the Boers in defiance of all right, said that the treatment of this people by the British Government was a disgrace to the nation. Why, then, in the name of reason, does he not stop this bloodshed. All the Boers ask is, that the invasion of their country may cease; that so much of it as has been ruthlessly wrested from them may be returned to their control; that their former independence, hard earned as it was, be recognized.

On Sunday, General Colley, with six companies, took possession of Spitzkop, to the left of Laingsneh, where the Boers were posted. In a dispatch sent previous to the engagement Sunday, he telegraphed: "Occupied Majola Mountain Saturday night. It immediately overlooks the Boer position. The Boers are fighting us from below." Later, he telegraphed: "The Boers are still firing heavily on the hill, but have broken up and have begun to move away." But it seems that they were not disposed to run away. They attacked the British, and driven back again, and again, at the point of the bayonet, still kept up the fight until they put the British to utter rout. Gen. Colley, himself, was killed, and the command was cut to pieces. It is stated that only seven men of the Fifty-Eighth Foot survive. Gen. Wood has telegraphed the war office, London, confirming the death of Gen. Colley, and announced that he will return to New Castle.

STATE NEWS.

ILLINOIS.

The high school pupils at Cairo have signed a petition to the board asking for a telephone for the building. It was such a terrible thing to do that they signed their names "Round Robin" fashion.

Moline votes to erect a new school building of twelve rooms.

McLean county boasts the accomplishments of Miss Sallie Wykoff, one of the country school marms, who lives four miles from her place of teaching. She rides back and forth every day to school, and she does not entangle her neat foot in stirrups, but seats herself on the animal's bare back and canters the distance in twenty-five or thirty minutes. But two mornings she has found it cold enough to require her to dismount and walk to keep from freezing. Miss Wykoff is modest, refined and pretty, and the farthest possible remove from the masculine type of humanity.

Champaign Items.—The old dormitory building has outlived its usefulness. It seems that students can lodge cheaper and better in buildings erected by private enterprise. The removal of the dormitory will be a relief to the college government as well as an improvement in the appearance of the campus.

J. C. Dressor is president of the Philomathean society and Miss Jessie Wright of the Alethenai.

The students are to have an oppurtunity, Feb. 24, to hear Prof. Burbank's elocution.

The Sixth Ward School House, Galesburg, caught fire February 16, but the flames were extinguished by the teacher, Miss Davis.

Normal Notes.—Andrew Elder is home on a vacation. His school has been closed for a week on account of the measles.

The same epidemic, together with the fear of smallpox which has broken out in the county, has closed the Astoria schools for a week.

Miss Kennedy, teacher of the west side primary department, takes this opportunity to visit her friends in Normal.

Prof. Forbes's Bulletin of the State Laboratory of Natural History, No. 3, published some months ago, is receiving many complimentary notices from the newspapers and scientific men. It includes the results of his study of the food of birds, and contains information of value to farmers and horticulturists.

Professor James has delivered several lectures on Political Economy before the law class at the Wesleyan University, for which a vote of thanks has been tendered him by the students.

The two societies elected officers for the spring term this week. The results are as follows:

Wrightonians: President, N. T. Veatch; Vice-President, Flora Lewis; Secretary, Cora Lurton; Treasurer, N. T. Harvey; Assistant Treasurer, Geo. Himes; Chorister, Mary Gaston; Librarian, G. F. Miner; Editress, Hattie Scott; News Reviewer, J. N. Wayman.

Philadelphians: President, May Parsons; Vice-President, M. R. Regan; Secretary, J. L. Hall; Treasurer, D. W. Reid, Assistant Treasurer, E. W. Thomas; Librarian, F. F. Barrett; Assistant Librarian, L. M. Beatty; Chorister, Annie Speer.

Miss Mary Fuller died at her home in Normal, Wednesday, February 16. Miss Fuller graduated in the class of '63. After graduation she taught several years in Decatur. She has since traveled for a short time in Europe. has taught in other places, and has recently studied in the Boston School of Oratory. She was a lady of strong intellect and noble character, and her sudden death will be mourned by a large circle of friends,

Owing to the inclemency of the weather, but few teachers from abroad attended the last session of the Greene County Teachers' Institute, at Kane. Rush English was appointed chairman. It was decided that the next institute should be held at Kane, March 12, 1881, and that the same programme should be used that was prepared for Feb. 12. Miss Anna Lemon, of Whitehall. gave a short talk on "How to teach phonetic spelling." She handled her subject in such a manner as to show that it was one that she was fully acquainted with. and we think many teachers would do well to accept some of Miss Lemon's ideas on this subject. The next topic was "How to prevent whispering in the school room," led by Rush English, Kane, and followed by nearly all teachers present. It was agreed that it is impossible to entirely prevent whispering, but many ways were suggested to prevent it to some extent. We next heard an excellent piece of music from the choir. The next topic was "How to prevent idleness," by Theo. Jones, Kane. Mr. Jones' remarks were full of wise hints on this subject. "Advantages of visiting pupils at their homes," was discussed by Miss Mattie Irwin, followed by Miss Lemon, Messrs. La Force and Roberts.

The Teacher's Institute held at Ransom, last month, called out a very large attendance, crowding the audience room of the Ransom high school building to the utmost. Prof. Day, from Marseilles, and Prof. Lakin, from Streator, with his large corps of female assistants, and many others from a distance, were present. Prof. Hoffman, principal of Streator high school, was not able to be present on account of ill health. County Superintendent Williams was present and took a lively interest in the proceedings. Mr. T. L. Brunk, of the Ransom schools, Mr. Reuben Smalley, Supt. Williams, C. H. McGrew, of Allen, Professor B. B. Lakin, of Streator, and Prof. Day, of Marseilles, were the principal speakers; but the discussions were participated in by many others, and generally in a vivacious. happy manner that added greatly to the interest shown by the audience. The next meeting will be held at Sheridan, on Saturday, February 19. Rev. G. B. Barnes will lecture at Sheridan on Friday evening preceding the institute.

The pupils of the Lewistown schools have addressed themselves to the task of founding a school library by donations of books. Quite a number of books have been secured in this way. They are particularly anxious to obtain standard authors. Scientific works are especially vaiued. Every book will bear the name of the donor, and this will in many cases recommend it. The library will be under the management of Miss Lulu Bates, who knows something about handling libraries.

Ford county offers $200 in premiums for school work at its next fair, to be held in the autumn.

OHIO.

Supt. T. J. Mitchell, of Mt. Gilead, Ohio, has just emerged with flying colors from a thorough and complete investigation by the School Board, instigated by the father of one of the pupils who had been reprimanded for disobedience and disrespectful conduct.

It seems that the father filed a complaint of violence and abuse, endeavoring to sustain it by lumping all the cases of discipline which Mr. Mitchell had ever had, and asked that he be discharged.

After a fair and impartial hearing of the case the board decided that the complaint was utterly without foundation and positively refused to make any change whatever in the management of the school.

MICHIGAN.

The State Board of Education has fixed the following as the dates for holding examinations of applicants for State certificates during the current year: March 29, 30 and 31; July 6, 7 and 8; August 30, 31, and September 1. The examinations will be held in Lansing.

The Gratiot County Teachers' Association, held at Alma, was the best attended and most interesting of its meetings. Rev. J. S. Goodman, of East Saginaw, gave a lecture upon "Africa," which was well received.

The people of Big Rapids voted $12,000 for a central school-house, that being the amount the architects said would build one according to the plans offered. Afterwards the architects stated that $15,000 is necessary, and the people voted the extra $3,000 down, and so, for the present, break down the entire job.

The number of township libraries in this State is $1,230; city libraries, 42; district libraries, 334; total, 1,606. Total volumes added for year ending September 6, 1880, $16,658.

The Tecumseh schools intend to celebrate Longfellow's birthday, on Friday, February 25. Recitations, select readings, essays, music, etc., will be in order, Other schools in the State are also following the Cincinnati plan. All the pupils in the Battle Creek public schools are taught, on the average,

eight lines of select literature each week. The book used is Peaselee's "Gems of Literature."

The joint committees on education in the present legislature have under consideration a complete revision of our present school laws.

The amount of non-resident tuitions for the Fall term in the Battle Creek schools was $540.

We are acquainted with a school where a number of the teachers are accustomed to meet together for the purpose of studying civil government. We wish to commend all such efforts.—*Exchange.* Some teachers think that such gatherings are of no use, and exclaim, "Oh, I never learned anything from the teachers' meetings."

The Lenawee County Institute will be held at Hudson, March 28 to April 1, inclusive. Prof. W. W. Wendell is the local committee.

Cornelius A. Gower, State Superintendent of Public Instruction, has accepted the position of Superintendent of the State Reform School for boys, at Lansing.

The University.—Prof. Tyler will deliver a short course of lectures before the Lowell Institute during the Spring vacation. The Boston *Transcript* of a recent date contains a very flattering notice of Prof. Hennequin's series of text-books, and of his excellent work as an educator. Prof. Stowell, of the University, and his wife, are about to begin the publication of a bi-monthly illustrated journal of microscopy. Dr. Ford still continues ill. Prof. Olney's revision of his plane and spherical geometry is now being issued by the *Courier* presses. The edition now being printed is for Brown University, it is understood.—*Courier.*

The bill making appropriations for the University, introduced in the House by Mr. G. H. Hopkins, is the bill prepared by Regents Grosvenor, Van Riper and S. S. Walker, who were appointed a committee for that purpose at the last meeting of the board. It calls for the following amounts during the next two years:

New library building	$100,000
Dental college	12,000
Sewer for University grounds	7,500
Eye and ear ward in University hospital	3,500
University hospital	7,000
Homoeopathic hospital	4,000
Mechanical laboratory	2,500
Books for library	10,000
To reimburse general fund for erection and equipment of addition to chemical laboratory	15,000
Homoeopathic college	4,000
Gymnasium	10,000
Total	$175,000

—*Register.*

Prof. N. H. Walbridge, principal of the Newaygo Union school, is conducting an educational column in the Newaygo *Republican.*

WISCONSIN.

Milwaukee Notes.—The teachers of the city assembled at the Normal School, on Saturday, February 19, to listen to a lecture by James McAllister, Esq., Superintendent of Schools. The subject of the lecture was, "The Art of Illustration in Teaching." The lecturer regretted that teachers generally did not more fully appreciate the educational influence of pictures. Hundreds of school-houses in Wisconsin do not possess a map or globe, not even a respectable black-board, and pictures in text-books were passed over by most teachers as entirely foreign to the matter of the lesson. The origin and development of the art of wood engraving was dwelt upon and illustrated in an interesting manner, and the present importance of the art in the world of of mind was made plain. Numerous engravings, showing the first steps in the art—rudimentary pictures, bare outlines;—engravings showing the progress and improvement in the art and the finished works of the best engravers of the day served to illustrate the various parts of the lecture. The lecturer then applied his remarks to the practical work of the teacher, showing the means of art culture at the command of every teacher, dwelling on the proper use of pictures, in and out of books, and of black-board sketching. He thought every normal school should qualify its students to sketch and illustrate any subject on the board before a class. This was expected of the licensed teachers of Germany and Austria. Among the illustrations of the lecture were a number of, what appeared to be, finely finished engravings, but which, as the lecturer explained, were selected wood cuts from Harper and Scribner's publications, carefully mounted on cardboard. The lecture was interesting and instructive throughout. Every teacher not already "sufficient unto himself," must have received many valuable ideas and suggestions.

The Evening Schools of this city passed into history on the first day of March. That is, they closed for a long vacation. They will probably re-open the first of November next. The schools were quite generally a success, and not a very great expense.

Mr. Jacob E. Hoenes, teacher in the Sixth District School, has resigned, to accept the principalship of a school in Syracuse, N. Y. Mr. Hoenes was an earnest and efficient teacher, and, during his connection with our schools, made many friends among the teachers, who will be pleased to learn of his well-deserved promotion.

The Tenth and Thirteenth Districts will soon hold school entertainments.

Wilmot & Whitney are to open another commercial college in the city. The fortunes made by the proprietors of the two colleges now established would not seem to warrant this enterprise. However, "there's always room at the top." Mr. Whitney was formerly principal of the Eighth Ward School.

INDIANA.

The fourth annual meeting of the Southern Teachers' Association will be held at Lawrenceburgh, Wednesday, Thursday and Friday, March 16–18. The programme is as follows:

Wednesday evening, 16th: Music; Address of Welcome, by Rev. S. N. Willson; Response, by J. W. Caldwell, retiring President; Inaugural Address, by D. E. Hunter, president elect, Superintendent Washington schools.

Thursday morning: Meet at High School building and spend the forenoon visiting the Lawrenceburgh schools. Thursday afternoon: Session at the court house, where the following exercises will take place: Improvements in the Course of Study in our Public Schools, by David Graham, Superintendent Schools, Rushville; Discussion opened by H. B. Jacobs, Superintendent Schools, New Albany; Authors, by John B. Peaslee, Ph. D., Superintendent Schools, Cincinnati, Ohio; How may we know, and Meet the Intellectual wants of our Pupils? by Miss Anna L. Rice, Lawrenceburgh, Ind. Discussion, opened by W. A. Bell, Indianapolis, Ind.; Tact, by A. E. Height, President Vincennes University. Thursday evening: Session at the court house. Exercises: Moral and Literary training in Public Schools, by John B. Peaslee, Ph. D.

Friday morning, Session at the High School. Exercises: How to interest Pupils in the study of Natural Sciences, by Clifton Scott, Superintendent Schools, Orleans; Special Work, by C. D. Bogart, Principal High School, Lawrenceburgh; Discussion, opened by T. V. Dodd, Superintendent Madison Schools; Esthetic Education, by Henry H. Fick, Superintendent Drawing, Cincinnati Schools; Discussion, opened by George P. Brown, President Indiana Normal School.

Friday afternoon, Session at the High School. Exercises: Report of Committees and Election of Officers; The County Superintendent, His Work and Relation to the Teacher, by J. M. Wallace, Superintendent of Bartholomew County; Discussion, by H. B. Hill, Superintendent Dearborn County; and Thomas Bagot, Superintendent Ripley County; The demand of the Hour in Educational Progress, by John Mickleborough, Principal Cincinnati Normal School; Literature, by Dr. W. T. Stott, President Franklin College.

Friday evening: Entertainment at Odd Fellows' Hall by the Minervian Literary Society.

Those who lead in discussion are requested not to prepare manuscript.

The following roads will sell round trip tickets on presentation of orders, at the rates named: C., I., St. L. & C., one and one-fifth fare; O. & M., one and one-half fare. J. M. & I., connecting with O. & M. at either Seymour or North Vernon at reduced fare. Enclose stamps to J. R. Trisler, Lawrenceburgh, for orders. The White Water R. R. will sell round trip tickets at Cambridge, Connersville and Brooksville at one and one-fifth fare. The L. N. A. & C. will sell at reduced rate, round trip tickets at points between New Albany and Greencastle, to connect with O. & M. at Mitchell. The U. S. Mail Line Steamers will carry delegates at $5 round trip from Louisville.

Hitzfield, Fitch, and Hunt's Hotels will entertain members at $1.00 per day. Boarding houses 60 to 75 cents per day. Teachers should notify Mr. C. D. Bogart, Chairman of Committee on Entertainment, as to the number coming. On arrival at Lawrenceburgh they will report at the school building, and be assigned to accomodations.

The music will be rendered by the Lawrenceburg High School, under the direction of Prof. E. A. Roehrig, Superintendent of music in Lawrenceburgh Schools.

J. R. Trisler, Chairman of the Executive Committee, urges teachers to arrange for their spring vacation at this time and all come.

EASTERN STATES.

Wendell Phillips opposed a bill before the Massachusetts legislature for calisthenic, gymnastic and military drill in public schools, on the ground that "training every child for military service and innoculating him with military taste and longings is very properly and gravely objectionable to a large class of right thinking men."

EDUCATION ABROAD.

In the discussions of the International Congress of Educators, at Brussells last Summer, a most animated debate in the general assembly was raised by the examination of the reciprocal services that might be rendered by schools to the army and by the army to general instruction. Most speakers were of opinion that some military exercises should be introduced into schools which would prepare boys for the service, and would instil the spirit of order and discipline, so indispensable in the army. The entire meeting was of one opinion about the encouragement to be given to the introduction of classes into co-operative societies, mutual benefit societies, societies for recreation, and an exhaustive debate on the subject made manifest how indispensable they are.

The Minister of Public Instruction, Herr Von Puttkamer, has renounced his former decision to reform the gymnasien and realschulen (secondary schools) because his colleagues in the cabinet seem to be opposed to the project.

The new university library at Halle, Prussia, has just been opened. It is built entirely on the French system, and special precautions have been taken with regard to fire. It now numbers 200,000 volumes, but there is room for half a million. The cost of the building amounts to $100,000.

At the recent monthly meeting of the Glasgow School Board, it was reported that for the month ended December 24, there were 34,451 pupils on the rolls, and 26,677 in attendance. Since 1873, the board has erected 27 new schools and acquired 12 others, and arrangements have been made for the erection during the next two years of five new schools, which it is estimated will supply the wants of the immediate future.

The Vienna Pædagogium (City Teachers' Seminary) has this year 235 students—the highest number yet reached during the thirteen years of its existence. The institution is under the able administration of Dr. F. Dittes, one of the most learned German educators and educational writers.

A return just published at Berlin shows that Prussia possesses 245 gymnasien (classical secondary schools), with 73,279 pupils. Of that number, 51,102 are Protestants, 14,350 Roman Catholics, 8 dissenters, and 7,819 Jews. The preparatory classes of the gymnasien have 10,631 pupils, of whom 8,402 are Protestants, 820 Roman Catholics, and 1,400 Jews. The gymnasien employ 4,139 teachers (all men). In addition to the 245 gymnasien, Prussia possesses 34 progymnasien, in which 3,991 pupils are taught by 284 teachers, and 102 realschulen (now classical secondary schools), with 1,846 teachers and 29,291 pupils. The total number of pupils (all boys) in secondary schools is therefore 117,192. The population of Prussia is 26,000,000.

Montenegro has a seminary for the training of priests, a higher female school, a seminary for the training of male teachers, two advanced elementary schools, and about 100 elementary schools. A movement is on foot to establish several secondary schools for boys and a university. The population of Montenegro is about 200,000.

According to the latest report of the Minister of Public Instruction, Hungary has in 12,882 communes, 15,715 elementary schools; 2,201 communes have no schools at all. Of the 15,715 elementary schools, 251 are State schools, 1,538 communal schools, 13,688 church schools, and 238 private schools. The total number of children of school age is 2,114,864, or 15.5 per cent. of the total population—13,566,199. Only 1,644,803 children of school age attend school, while 470,601 receive no school education. The number of elementary school teachers is 21,421. The gymnasien have 33,572 pupils, and the realschulen 5,316. Hungary has at present 42 commercial schools, with 190 teachers. The amount spent for teachers' pensions was 866,894 florins in 1879.

The observatory in the neighborhood of Nice, which is being erected at the expense of M. Bischoffsheim, is rapidly approaching completion. The great equatorial telescope is to be one of the largest in the world—perhaps the largest—as it will have an object-glass three feet in diameter and a focal length of upwards of fifty feet. The construction of this monster telescope has been intrusted to MM. Paul and Prosper Henry, of Paris, and the total cost of the observatory will be more than $400,000.

The Goldsmith's Company have passed a resolution increasing their subscription to the City and Guilds of London Institute for the Advancement of Technical Education from £2,000 per annum to £4,000 per annum. This subscription of £4,000 per annum is granted in addition to a donation of £10,000 already promised towards the building fund of the central institution, which is shortly to be erected in Exhibition road, South Kensington. Only seventeen out of the seventy-five Guilds of London have subscribed to the funds of this institution, the income of which is already £15,000 per annum. This income is inadequate to the demands made by the rapidly growing attendance; and Lord Selborne, Chairman of the Council of the City and Guilds of London, has made an appeal to the other Guilds to help in the noble work.

PURDUE UNIVERSITY, INDIANA.

The Annual Report of the Board of Trustees of Purdue University calls attention to the increasing prosperity of the University, and speaks particularly of the promising beginning made in practical training in agriculture and the mechanic arts—the great industries for the promotion of which the University was founded and partially endowed. It says: "These new departments, opened in 1879, complete the organization approved by the Trustees in 1876, and make the University, in reality as well as in promise, a 'College of Agriculture and the Mechanic Arts.' The Trustees believe that the institution is on the right basis and is working in the right direction, and they have increasing confidence in its complete success. The progress made in the past four years is a gratifying assurance of great usefulness in the future." "For the past two years the farm has paid expenses, and it now has a balance to its credit. At the opening of the institution the Board followed the example of several of the older Agricultural Colleges, and created the office of Farm Superintendent. There was an unfavorable balance against the farm from the first, and after a fair trial of the plan, it was abandoned. The office was abolished in October, 1878, and the present plan of managing the farm under a committee of the Board, was inaugurated in March, 1879. The farm has since paid its running expenses, with a good balance in its favor. The design is to make it a model farm—a farm managed on both agricultural and business principles."

"It is a matter of gratification to the Trustees to be able to certify to the admirable management of the business and educational interests of the University, as far as they have been in the charge of President E. E. White and the Faculty of the institution. They have done all that could be hoped or desired. All departments of management have been systematized to the entire satisfaction of the Trustees. All books and accounts are in a shape for ready inspection by the authorities of the State, or any party desiring information.

"As regards the educational development, the Trustees express the utmost satisfaction with the work of President White. He has not only supervised the daily education going on in the several departments of the University, but he has shown his zeal by investing his spare time in advancing the interests of the institution, as well as the general interests of education, in the various leading localities of this and neighboring States. The Trustees feel that it is no more than their duty to express this testimonial of their respect for the faithful work of the President and his colleagues of the Faculty.

"The endowment fund has been increased from $212,238.50, the original amount received from the sale of the United States land scrip in 1867, to $340,000. Of this fund $325,000 is invested in Indiana State bonds bearing 5 per cent. interest, and $15,000 is still invested in United States bonds. It is a source of regret that the bonds in which the endowment fund is invested bear so low a rate of interest. It would be a benefit not only to the University, but an advantage, in the end, to the State, if this entire endowment fund was taken by the State as a permanent loan at a higher rate of interest."

"The endowment fund, the gift of the United States government, has been carefully husbanded and has been used exclusively for the payment of the salaries of the educational corps of the University. The fund is barely sufficient for the present wants.

"The attendance of students is increasing rapidly, begetting a necessity for additional teachers and professional chairs."

From the President's report it appears that the whole number of students matriculated during the year was 203, classified as follows: In the College, 3; resident graduates, 2; seniors, 7; juniors, 11; sophomores, 22; freshmen, 36; elective, 8; total, 86. In the special schools: chemistry, 4; industrial art, 13; agriculture, 11; mechanics, 6; total, 34. In the academy, second year, 46; first year and irregular, 71; total, 117. Deducting students twice entered, there were in all 203. The number of students in attendance the first year of the University (1874-'75) was 64; the number the second year was 67; the third, 139; the fourth, 166; the fifth, 195, and the sixth, 203. The number enrolled the present term is 201 (some thirty more than in the Fall term of 1879), and the usual per centage of increase the next two terms will give an annual enrollment of 240 to 250. For two years past Purdue has ranked in attendance the third of the higher institutions in the State.

The present Faculty is constituted as follows: Emerson E. White, President and Professor of Political Economy, Intellectual Science, Rhetoric and English Literature; Harvey W. Wiley, Professor of Chemistry and Physics. David G. Herron, Professor of Mathematics; Langdon S. Thompson, Professor of Industrial Art; Charles L. Ingersoll, Professor of Agriculture and Horticulture; Robert F. Weyher, Professor of the German Language; John A. Maxwell, Instructor in Latin and History; Charles R. Barnes, Instructor in Zoology, Botany and Geology; William F. N. Goss, Instructor in Mechanics and Foreman of the Mechanics' Shop; Edward E. Smith, Principal of the University Academy; Edna D. Baker, Associate Instructor in the Academy and Matron of the Ladies' Hall; Moses C. Stevens, Registrar and Librarian.

The School of Agriculture and Horticulture was opened in September, 1879, and what has since been accomplished is an assurance of its great success and usefulness in the future. Its work includes (1) systematic and thorough instruction and training in agriculture and horticulture, and (2) well directed series of scientific experiments. In other words, it is both a school of *instruction and training*, and an *experimental station*. The course of instruction extends through three years, one hour each day, with accompanying work in the field, conservatory, etc. It includes lectures on breeds of horses, cattle and swine, stock breeding, veterinary obstetrics, diseases of animals, etc.; dairying, market gardening, drainage, rotation of crops, farm management and economy, etc.; horticulture, floriculture, and green-house management, landscape gardening, etc.; entomology, meteorology, and agricultural chemistry. This is an outline of the special course. The regular or full agricultural course adds to this special course parallel courses in science, mathematics, industrial drawing, history and English.

The "Experimental Station" consists of a field of ten acres, carefully platted and tested; a full set of meteorological instruments, purchased through the United States Signal Service office, and other appliances for scientific experiment.

The means of illustration and practice in horticulture include the "Peirce Conservatory," well filled with choice plants; the campus, with its lawns, trees and hedges; and the nursery and orchard. The conservatory is a donation by M. L. Peirce, Esq., the Treasurer of the University. It is a neat structure, about fifty feet by twenty feet, with addition for boiler, fuel and potting purposes. It is heated with hot water and admirably ventilated.

The school for practical Training in Mechanics, was opened in October, 1879, with five students, the number which could then be accommodated in the shop at one time. The method of instruction and training adopted is what is known as the instruction or model method, devised at the Imperial Technical School of Moscow, Russia, and recently adopted in a number of technical schools in Europe, and also in the United States. Its purpose is not to teach special trades, but to teach the use of typical hand and machine tools for working in wood and iron, and the elementary principles which underlie all mechanical trades. It is proving a most efficient substitute for the apprenticeship system, which is fast disappearing. The workmen thus trained are prepared to enter the work-shop as journeymen with lower wages, and, in a few months, they become skilled artisans. The total receipts from all sources were:

Interest on endowment fund,	$16,412 50
Balance of Purdue donation,	27,821 91
State appropriations,	4,500 00
Current receipts of the University,	2,629 14
Current receipts of the Farm,	1,453 27
Receipts from the sale of stock,	1,230 76
Mr. Peirce's donation for greenhouse,	1,000 00
Total receipts,	$55,047 61

EXPENDITURES.

Salaries of instructors,	15,956 94
Other current expenses of the University,	7,209 31
Compensation of Trustees and officers,	1,473 90
Improvements,	5,774 44
Running expenses of the Farm,	1,355 60
Improvements on the Farm,	86 47
Clydesdale and Norman horses, and other stock,	1,356 56
Total expenditures,	$33,213 22
Purchase of United States bonds for endowment, $13,455 00	
Payment of the Reynolds note, 5,000 00	

The foregoing statements and exhibits show that the carrying forward of the work now undertaken by Purdue University, the next two years, will require the supplementing of the income from its endowment fund by annual appropriations, as follows:

Current expenses, including repairs and small improvements, but not including salaries of instructors,	$ 6,000
Labor and supplies for Experimental Station,	1,000
Building for Experimental Station,	1,000
Labor and supplies for green-house, nurseries, and campus (horticulture),	1,000
Machinery, tools, fixtures, materials, and other supplies for mechanics' shops,	2,000
Industrial art apparatus, works for museum and supplies,	1,000
Chemical and physical apparatus and fixtures,	2,000
Natural history apparatus and supplies, and specimens for cabinets and museum,	2,000
Apparatus and fixtures for other departments,	1,000
Books and periodicals for library,	1,000
Total annual appropriation needed,	$18,000

The President asks that the appopriation to Purdue Univarsity be made continuously, as is the case with the appropriations made to the State University at Bloomington, and the State Normal School. He closes his report with the following appeal to the State, to provide for the institution in the future:

"Purdue University, as it now stands, is largely a gift to the people of Indiana. The appropriations made by the State are represented in the boarding house and military hall, the library, the cabinets and museum, the apparatus and other teaching appliances, and the stock and barn on the farm. All else has been donated to the State. The original farm of one hundred acres was donated by citizens in the vicinity. The eighty-seven acres which include the campus, the three large college buildings, the engine-house and fixtures, and other permanent improvements embody the donations of Judge Purdue and Tippecanoe county, excepting some thirty thousand dollars used to pay running expenses up to this time. The endowment fund of $340,000, yielding an annual income of $17,000, represents the proceeds of the munificent land-grant of the United States. These several donations, exclusive of the appropriations by the State, constitute a total bequest of five hundred and seventy thousand dollars, all embodied in a well organized, vigorous and promising College of Science, Agriculture and Mechanic Arts. The institution thus equipped and endowed, is the property of the State of Indiana, accepted in trust for the promotion of the great industries of the people, and with the obligation to make it efficient and successful.

The resources so far at its command have enabled Purdue University to pass in six years from a hopeful possibility to a recognized success. The State has now the opportunity to make its prosperity and usefulness continuous and sure. Its munificent bequests are all invested or expended, and its future success depends on the State's supplementing the Nation's grant by a legislative act appropriating continuously a like annual income. Nothing less than this will make Purdue University worthy of the industrial interests of so great a commonwealth, and surely Indiana is ready to do as much for her own Industrial College as the Nation has done for it.

E. E. WHITE,
December 31, 1880. *President of Purdue University.*

NAPOLEON I. AT SCHOOL.

At the Brienne school Napoleon lived in solitude, having no friendly relations with his fellow-pupils. The boys burlesqued his name and called him *la paille en nez*,—Straw-in-the-nose. In 1781 he wrote to his father asking to be taken out of the school because he did not want to be the laughing-stock of a lot of boobies. He was once locked up on account of a quarrel with one of his companions, and wrote a furious letter to the Governor of Corsica, who was the protector of his family, insisting on being withdrawn from the school. He was not a bad scholar. His behavior was good, and besides a marked aptitude for mathematics he was a good student of geography and history, but could not be got to apply himself to Latin. He was destined for the navy, but failing to get admission to it, he chose the artillery, and went to Paris for another year of study. When he left the school in Paris the following certificate of character was given him: "Reserved and studious; prefers study to any sort of amusement; reads good authors with pleasure; is devoted to mathematics and geography; silent, a lover of solitude, capricious, moody, inclined to egotism, speaks rarely, energetic in reply, prompt and severe, much self-love, ambitious and very aspiring, this young man is worthy of protection."

The two latest biographers of Napoleon, Jung and Bothling, show him as the student at the military school, the restless, plotting young lieutenant dreaming of freeing his native land from the French yoke, going back and forth between the station of his regiment and his Corsican home to stir up revolutionary agitation, and whiling away his tedium of garrison life by writing a history, a novel and a play. His character, in his formative period, gave but little indication of the strength afterward developed under the stimulus of a towering ambition and the favorable opportunities of the French revolution.

THE SCHOOL ROOM.

CALL OUT THE BEST.

In your work of training the young, teacher, endeavor always to appeal to the best part of their natures. Strive never to awaken sordid motives, or to nourish those lower impulses which are, in greater or less degree, the inheritance of the fallen nature of us all. In urging your pupils to do well in their studies, to strive for a high rank in school, do not appeal to the mere desire to excel, to the vain and foolish wish to outrank others, still less to the base ambition to excite envy in the breasts of the less fortunate, or to rejoice in their humiliation. Sordid and selfish motives will play too busy a part in the lives of these children as it is, let no word or act of yours encourage them. Try to cultivate noble and unselfish motives in your pupils. Urge them to do well, to study hard, that they may give you and their parents pleasure, that they may be better men and women for the effort, that they may make the best possible use of the talents which God has given them, that they may do much toward making the world wiser and better. In this way you will find you can call into play not only the best powers of the childrens' minds, but also the noblest qualities of their hearts and souls. In this way you will gain an influence for good that no human power can measure, and only the Divine power fitly estimates and rewards.

TEACHING WRITING.

Writing must be taught by its principles. The pupils should be made familiar with the analysis of the letters, also, their up or down strokes and curves, and by contant drill in these they can be made perfect in the art of writing. Before each exercise is put in the copy-books let the pupils practice it upon loose slips of paper. Let every stroke be made simultaneously by the whole school, the teacher keeping time audibly for them, *one, two*; or better, *up, down*, for the strokes, and *right, left*, for the curves, mentioning them in their proper order.

One of the most serious faults in teaching writing is the endeavor to make pupils write as much as possible like the copy in the book. If a child can learn to make the letters neatly and legibly, it is not of the slightest consequence whether they look like the copy or not. Children do not naturally walk alike, or speak alike, why then should they all write alike? Besides, the thing is impossible, for when the pupils leave school and undertake the business of life, their writing assumes distinctive characteristics, so distinctive that in a thousand men, all taught to write by the same copy-books, it would be hardly possible to find two whose handwritings were so similar that the one would be likely to be taken for the other. Teach children to practice writing outside of their copy-books, by copying short poems or articles, and by committing their thoughts to paper. They will be far more likely to take pleasure in their writing exercise in these instances, and will improve with tenfold more rapidity. [Here is an opportunity for a discussion. ED.]

LOOK AHEAD.

Various occupations have been suggested to the teacher as a means of enlivening his leisure hours, such as practising with dumb-bells, courses of reading in modern history, investigations in experimental science, etc. But we would suggest another, rather easier than any we have mentioned, and likely to be of more advantage, to-wit, playing chess. It is without doubt, the most valuable game ever invented; first, because indulgence in it has not the slightest approach to the usual follies attendant upon amusements, and second, because proficiency in it, which we think is productive of more real pleasure to the winner, than proficiency in any other amusement, can only be gained by means of thorough mental discipline.

Chess calls for the exercise of many faculties on the part of a player, but foremost among these is the faculty of forethought. No man can be a successful chess-player who has not, or cannot acquire, the power of looking ahead, of seeing the results of his actions, of judging how probable results can be modified by a change in his course of action. This faculty is invaluable to a teacher, especially in the practical work of the school room, and we cannot too strongly urge him to cultivate it. And for a help in this training, a help coming in very pleasantly in leisure hours, learn to play chess. Then when you go into the school room, carry with you that same

careful calculation of all future movements that you find so necessary at your game. This will enable you to avoid many mistakes, to guard against serious mishaps. Mastery over the pieces of the chess-board, will give you many a hint toward achieving mastery over the minds and wills of your pupils. When you can move flesh and blood figures as readily as you can the ivory ones, the good end of looking ahead has been accomplished.

NATURAL HISTORY.

SOMETHING ABOUT THE SNOW.

We have had abundant opportunity to study this natural phenomenon this winter, certainly, but probably our interests have not led us far into such research.

Few persons, except school boys, have any especial fondness for snow. It is like some other things, pleasanter to look at than to handle. For the purpose of sport, for which school boys exist, or would exist, if they could, snow may do well enough, but to the workers of the world it is a sad trial. It obstructs travel, it hinders trade, and in large amounts it puts a deadlock on the whole machinery of the world—all the world, that is, in the northern and busy latitudes.

Some philosophers tell us that the destiny of this planet is a snow-covered iceberg. They look forward to the time—only a few million of years to come—when the whole globe shall be a frozen mass, wrapped in a winding sheet of snow.

But there is quite an interest and beauty in snow, considered as a natural phenomenon. In this season,

A VERY INTERESTING OBJECT LESSON

might be made from it, especially if the teacher can have a microscope at hand to show the form of the snow flakes.

Calling attention to a cup upon his table, heaped full of snow, the teacher may ask some questions about it, as: Who can tell me anything about snow? Where is it found? What is it good for? Various and suggestive answers will be given to these questions. You will be told that snow is cold, white and light, that it is found everywhere, and that it is good for snow-balling, skating, sleigh-riding, and, perhaps, to keep the earth warm through the winter. Then ask who can tell what snow is. Of course many can tell you it is frozen rain. Taking this fact as a text go on through the lesson.

Snow is frozen rain. When the air about the earth becomes very cold, the water-drops falling from the clouds are frozen coming down. When water is frozen in larger drops it falls in the form of hail. You may explain why it is that hail, which must be formed in a more intensely cold region than snow is, falls in summer rather than in winter.

THIS IS BECAUSE

in the hot weather the warm air below, expanding, carries the clouds upward into a region where it is really much colder than in the part of the atmosphere where snow is generally formed. If a very cold current of air were allowed to pass through a room where the air is warm and damp, the moisture of the air would instantly congeal into snowflakes. A gentleman who visited Russia, tells how in a crowded assembly-room, where a pane of glass was broken, fine flakes of snow were found falling upon the heads and shoulders of the people present.

Snow is very light and white. Its lightness is caused by the fact that the very small drops of water in congealing, expand greatly, so that though with an extended surface, the snowflake really contains very little substance. Its extreme whiteness comes from the fact that it is formed of very minute particles, each of which reflects a ray of light. Ice, when pounded fine, becomes white also for the same reasons.

But, though snow is very light, in large quantities, it has tremendous weight, which we may know by having seen it break roofs of houses. We have also read of the

DESTRUCTION CAUSED BY THE AVALANCHES,

the sliding of large masses of snow down the mountain sides.

At a certain height above the sea, snow falls everywhere, but most heavily upon plains. This is because plains are colder than mountainous regions and wooded lands. Within the Arctic circle it is too cold to snow during the winter months, but during April, May and June, travelers tell us, snow falls every nine days out of ten. Who would spend his Mays and Junes in the Arctic regions if he could help it?

The form of snowflakes is very beautiful. Each one forms a regular six-pointed star, and the points or rays of the stars are of beautiful and various designs, no two in hundreds, perhaps, being alike. You have seen the surface of the snow sparkling in the sunlight, have you not, as though covered with small diamonds? This is caused by the thousands of many-sided points of these stars throwing back the rays of light falling upon them. In our climate the snow is so fine that the crystal form of the flakes can not be seen without a microscope. In colder climates, however, the snow often falls in such large flakes that the outline of each can be distinctly seen.

IN THE ARCTIC REGIONS,

snow is often seen of a red color. This strange phenomenon is differently accounted for. Some travelers have attributed it to a vegetable substance found on the snow, but it is now generally thought to be caused by the presence of innumerable little insects, resembling very small ants.

The snow is "carried off" as we say, that is, converted into water, by rain, or by the warmth of the sun. There is no doubt a constant evaporation from the snow also, independent of these direct influences. This is especially the case in towns where the warmth from the houses is felt largely in the atmosphere. This accounts, no doubt, for the mists that often hang over the snow, even where there has been no sunshine to soften it.

[The teacher is advised to examine some book of Northern travel, to prepare himself for this exercise, and to have a fund of interesting and illustrative anecdote concerning the snow in those regions to interest and instruct the little folks.]

PRIMARY DEPARTMENT.

SCHOOLS AND HOUSES.

Many mothers object very strongly to sending their little children to the public schools, and this for the very good reason that school life is so apt to rob a little one of that unconsciousness of self, which is one of the most pleasing traits of childhood. Little ones, after a few months in the school room, become self-conscious, and artificial in their manners. Their sweet simplicity seems gone, their ease of action and movement is lost, and they become either excessively awkward and embarrassed in company, or intolerably pert and forward.

Now this is a most unfortunate fact, and the cause thereof is very plain, to wit: we have never, until the champion of the "new education" arose, perceived the need of making our schools at all like homes. A little child is taken from the homes where he has had from his earlier recollection the utmost freedom of speech and action, and put into a school-room, where no freedom whatever is allowed him. At home he trots about all the day, his little tongue perhaps running as fast all the time as his busy feet; in school he is forced to remain in one place for hours, keeping tongue and feet so still that they ache. He is taken from the simple plays that interest and delight him, and set to work to study books, which at first can neither interest nor please. His life, from hour to hour, has hitherto been all activity, now he is forced into an absolutely passive condition. Hitherto, he has gained knowledge by searching for it with eager hands, feet, and eyes; now, he must be content to sit still, and have knowledge *poured into him.* Is it any wonder that after he is broken into enduring such a life, he should become an artificial little specimen, devoid of all the simple ease and grace of childhood?

What is the remedy for this? Well, the first and most important thing to be tried is to make the life of school as much like the home life as possible. Let there be the system which few homes possess, of course, but let the children feel that the system is intended for a help and an advantage to them, rather than a straight-jacket to torture them. Let the teacher study the natures of the little ones and modify her modes of teaching so as best to suit their differing needs. Let her teach them pleasant games, read them interesting stories, show them beautiful pictures. Let her interest them in learning to draw, to count by the help of objects, to construct buildings with blocks; and, with every step in the work, let instruction be so combined with amusement, that they will come to regard school as only one long, delightful play.

THE NEW ULSTER.

There was a boy, I won't say who,
That had an ulster spandy new;
He started out, with cane in hand,
To make some calls. In all the land
I don't believe another boy
Was ever half so filled with joy
And honest pride, as Master Jack,
With that new ulster on his back.

"There's one thing more I'd like," he said—
"A tall black hat upon my head,
Such as are worn by other men;
I 'm sure I should be happy then!"
He called on Auntie and his cousins—
In fact, of names he had some dozens
Upon his list, where he would go—
To show his ulster, you must know.
But, truth to tell, his courage fled
(Jack is a bashful boy, 'tis said),
And "Making calls is just a bore!"
He murmured, ere an hour was o'er.

So home he went post-haste, you see,
So tired of "being a man" was he.
"I 'm glad I 'm but a boy!" he said,
"A Scotch cap better fits my head!"
Then what do you think did Master Jack?
He pulled his ulster off his back,
Put on his nice old coat of gray,
And went with the other boys to play.
"A game of marbles, ball and bat,
Are better than a tall black hat!"

—*Our Little Ones.*

GOOD READING.

CARLYLE.

Whoever undertakes to account for Thomas Carlyle as a curious phenomenon in modern literature must be ready to say strange things and such as may offend. Carlyle is the most unconventional of writers, and the cobwebs and crockery of much of our modern, mental housekeeping he tramples under feet rough shod. To analyze the mental and spiritual forces in his thirty volumes (not including many inedited specimens of his literary apprenticeship) is impossible except in a volume.

Born of the strain of Covenanters in Scotland, 1795, and bred in the simple austerity of a godly Scotch home, with a father as upright and inflexible as Scotch granite; entered at Edinburgh University at 14, where he remained seven or eight years; intended for the Scotch Kirk, which he declined, because his brain had already broke with its traditions; a Scotch schoolmaster, in company with that soul aflame, Edward Irving; turned to literature for a living and a life-work, and for weary years neither paid nor recognized; happily married at 30 (1826) to a faithful and able wife, whose modest fortune raised him above want; resident in Germany, where Goethe was his intimate; spending six years (1828–33) among Scotch hills in a solitary glen, but busy with thought and pen-work; returned again to Chelsea, London, where, in a modest home, and in a free, unique life, he has spent his days with such tasks and fame as came to him—such are the main, visible facts of a life which has as large a place as any as a real factor in the nineteenth century literature.

Carlyle's literary life divides itself by the date of the publication of *John Sterling's Life*, in 1851. The years before were his days of glory; his afterwork has shown him in deterioration and eclipse. It must be noted first, as a key to his early character, that he was born heir to that unrest and flame of the French revolution which drove Englishmen like Leigh Hunt, Byron, Shelley, and a crowd of others to their novel ways and works in literature and morals. Carlyle's blood was hot with the breath of a great age urgent to clarify and ennoble itself through the new toil in untried realms of philosophy and thought. In his better days, Carlyle was the giant protestant against that materialism which would make this world a sty for that undeniably curious brute called man.

Carlyle's first lasting work is his *Essays;* and in them, Robert Burns, for example, the Scotch peasant with an immortal melody in him, is put upon a new but stately throne, outranking Stuart and Hanover, which the democracy of literature, strong upon Carlyle, built with a craftsman's skill in the name of progress and humanity. In their handling of German literature, which first actually introduced the German world of letters to Englishmen, these essays will be found to search with the true democratic temper into the cabins of men like Jean Paul, Novalis, and the German playwrights, and bring out for the world's fame these men who wrought so obscurely and yet mightily at the problems of life and duty.

At this time Carlyle's philosophy is that transcendental one of a great hope, which, angry with the mere clothes and gewgaws of civilization, and impatient of precedents and ceremonials of society, swears that the God in a man can do all things, and is the pearl of price to the wise. Quite logically, he is always calling for the kings to lead, but they are to be the strong, "knowing" ones in whom that God is overplus, who will lead men up and on in the path where the lamps of true glory, like stars, show the way through the gloom. This is seen in his own published course of lectures, *Heroes and Hero Worship* (1840), where his heroes are such as Odin, Mahomet, Dante, Shakespeare, Luther, Burns and Cromwell. The same is true of that weird and ghostly brochure of *Sartor Resartus* (1833–4), which Emerson calls briefly a criticism upon the spirit of the age. When that book came, it was bowed out with a stinted courtesy by the English public, as a huge, meaningless monstrosity of an unheard-of literature. Englishmen had never seen such a dress, nor read of it; and literary society turned away affronted, as if from an indecency. Yet that one great passage of "the Everlasting Yea" and "the Everlasting Nay" had more of Hebrew prophecy and the decalogue of duty, more reverent searchings after the Invisible and the Eternal, than all the acts of Parliaments and 10,000 pulpit sermons which handled surfaces and shadows before men and women who, born somehow, and living somehow, must go somewhere. It asked: "What are the Georges and court balls to man's destiny and duty?"

Carlyle's *Chartism* (1839) and his *Past and Present* (1843), were more specific applications of his philosophy to political and social problems. His love of man and his rage against man's enemies called lies, shams, injustices, wrongs and sins, show everywhere, even when he seems to miss his own mark as a teacher of wise ethics. In his histories (except *Frederic the Great*) he shows the same temper. Cromwell to him is the true kingly ruler able to control Ireland, and he ranks him accordingly. Apparently, Carlyle at the start worshiped ethics before dynamics, but came at last, as in *Frederic the Great*, to sacrifice mainly to dynamics. In his *Cromwell* we find traces of this transition in that he fails to tone down his praise of Cromwell's savagery upon the Irish by any adequate confession of Ireland's ancient and grievous wrongs. It may be fairly said that Carlyle has given a better insight into the very genius and flavor of English mediæval monasticism in his story of the monks of St. Edmundsbury, in *Past and Present*, than any other book, English or foreign.

Sterling's Life (1851), a book of no great value except for a pre-Raphaelite description of Coleridge in his age marks Carlyle's descent from the firm ground of philanthropy and duty into the slough of pessimism, doubt, unreasoning rage against society as constituted, and an advocacy of brute force as governor of men. His ethics now base themselves on the uncertain law of "the survival of the fittest," and his "fittest" are sometimes the slavedriver and the able master of the biggest guns. *His Latter Day Pamphlets* (1850) and his *Shooting Niagara—and After?* (1869), are cases in point. They alienated or made sorrowful many of his friends in both hemispheres. They were the cries of a strong guide in the wilds, who had lost his way and despaired of home. His still later *Frederic the Great* (1858–64), undoubtedly brilliantly painted and of permanent worth as history, divorces to the last degree virtue from force to praise the latter. The secret of this change for worse lies near the surface and may be noted in ourselves. The illusions of youth cease as men age, and if honest they accept the hard, bald fact. The enthusiasm of Carlyle's youth hoped; but the years taught him, in that England of the guinea and the yard-stick where he dwelt, how his Utopia was far away. He reacted with a curse into a position next door to Nihilism. Other Englishmen—like Tennyson, who in his *Maud* curses like a Hebrew prophet the lies of scant measure, drugged wines, and poisoned bread—saw the same sinister fact, but kept the sweetness of their temper and held on to God. John Ruskin and Carlyle alone seemed to have despaired and wandered into the shadows where blame preachers and darkness broods upon the altar of the Future. Buckle would no doubt say, and so far truly, that Carlyle's latter despair and gloom came partly from dyspepsia. But then Buckle also argues that poets are made by earthquakes. The obscuration of faith in man is the precursor of a night which has no sunrise.

A judicial review of Carlyle will show him to be rich in substances out of which history and philosopy are framed. If one, for instance, reading his pictures of Iceland in his "Odin as Hero," should betake himself to the study of Icelandic lore and scenery, he would soon discover that Carlyle had been before him as a wisely selecting and almost exhaustive gleaner in that remote field. His *French Revolution*, not to be understood except by men of French lore, reaches more to the roots than any other. As a literary artist, Carlyle is a failure. He has no idea of proportion or perspective, and his form as a sentence-maker is often below blame. It is here and in his latter pessimism that he perils himself with posterity. Felicitous often, in coining single words, in his German, agglutinating way, his paragraphs are more like a chess-board than a cabinet picture where colors blend and harmonize. In these days the literary art runs to the statuesque, where the marble is sometimes colored. Emerson, for example, is statuesque and Grecian in pure white marble. Carlyle is the exact opposite. He is a storehouse of valuables, but his wares are heaped in indescribable confusion, and run to the panoramic and the chaotic of organized but scattered treasures; only his panoramas are alive with men and giants, and the scenery is as somber as the hills of Scotland. Great riches in rough hampers are his literary work. It is too soon to say how far and how often this busy world, in days to come, will search in them for food and refreshment.—*Literary World.*

A French paper gives a useful suggestion to persons who write very long letters, and sometimes find matter for a postcript which they cannot put into the envelope without making it overweight. The resource then is to write the address on the back, or folded side of the envelope, put the stamp across one of the laps, and then the whole of the smooth side is left for the postscript. If any system of short-hand is mutually understood the matter written on it will not be legible to the general public eye. Homographic shorthand is decipherable to any one with only the aid of its alphabet.